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ABSTRACT

This paper proposes an educational system in which integrated institutions can become co-ıntegrated and continentally co-integrated institutions can become universally integrated. An integrated institution is one that offers both academic programs and extracurricular activities that meet the needs of students from other institutions and countries. Co-integration is a concept that portrays the propensity of an institution (public or private) to be cognizant of its academic and curricular offerings with regards to global or multicultural education. A locally integrated institution (within its county/parish or locale) is one that has established an alliance with other institutions that are in a radius of at least 5 miles from its physical location. Two or more institutions are considered to be nationally integrated (or locally co integrated) if they are locally integrated and have formed alliances or coalitions with other institutions in their state and at least two out-of-state institutions in the country. An institution is continentally co-integrated if it is integrated with at least three other institutions on that continent and is nationally co-integrated in its country. Institutions are universally or globally integrated if they are continentally co-integrated with at least three other institutions on the continent and integrated with at least one other in the world. (Contains 2 figures and 10 references.) (SLD)

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ED 451 823

Globalization and Co-integration of Universal Education

Abstract

In the current global and e-world educational environment, faculty and students, as well as public and private education institutions must be able to understand people of different cultures and learn to communicate and compete with them in universal education and workplace. One way of enhancing the instructional curricula with international and multicultural elements is by developing cooperative programs and support services with initiations in other countries, such as integrated and co-integrated institutions, joint curricula developments, cooperative student and teacher exchange programs, and actual or simulated study abroad. To give students and faculty the opportunity to experience other educational systems and to help bring new ideas back to the parent institution, I propose an educational system whereby integrated institutions can become co-integrated and the continentally co-integrated ones can become universally integrated. An integrated institution is one that offers both academic programs and extra curricula activities that meet the needs of students from other institutions and countries. Co-integration is a concept that portrays the propensity for an institution (public or private) to be cognizant of its academic and curricula offerings with regards to global and/or multicultural education.

A locally integrated institution (within its county/parish or locale) is one that has established an alliance with other institutions that are at least five-mile radii from its physical location. Two or more institutions are considered to be nationally integrated (or locally co-integrated) if they are locally integrated and had formed alliances or coalitions with other institutions within their state of origin, as well as with at least two other out-of-state institutions within that country. An institution is continentally co-integrated if it is integrated with at least three other institutions within that continent and is also nationally co-integrated in its country of origin. Institutions are universally or globally integrated if they are continentally co-integrated with at least three other institutions within their continent and are integrated with at least one other institution within the globe.

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Globalization and Co-integration of Universal Education

Introduction

Distance learning and virtual colleges and universities empower working adults with outstanding educational opportunities. They offer prospective students unparalleled learning experiences in the medium of their choices: on campus, online, or by mail.

Distance education is a booming field, with the number of courses offered through remote delivery (usually an online remote access) increasing daily. At the same time, however, progress in the area of accessibility and support for learners who want to pursue education and training at a distance has not always kept pace. An individual interested in taking a particular course, or in simply finding out what is available, may find himself or herself forced to locate and then plough through many unwieldy online course listings for individual institutions. The process of locating the right course or program may itself discourage many from pursuing the distance learning option. Institutions have to manage their online course offerings better.

Our world of education is changing. Students, faculty, and institutional administrators need to understand people of different cultures and learn to communicate and compete with them if they are to succeed in the world of work (Ikegulu, 1997, 1999). In higher education and public schools, the maintenance of the global education rests on the Superintendents of schools and the institutional presidents. The responsibility for the implementation (See Figure 1) of co-integrating, internationalizing, and/or multiculturalizing the academic curricula and students' development fall on the various Vice Presidents for Academic Affairs, Student Affairs and Institutional Services, Fiscal Affairs, and International Affairs and Cooperative Programs; but the

commitment must come from the governing boards, the community, and the middle administrators. One step that can be taken toward the globalization efforts is international cooperation. To start a kind of cooperation with another institution (either locally, nationally, or internationally) could be quite adventurous. Despite good inter-continental regulations and preparations, institutional administrators and planners should be careful and flexible, as well as be creative and optimistic in their thinking.

Institutions have to beware lest "going international in education" become an empty rhetoric. Globalization and co-integration of universal education is a fashionable concept that cover a broad range of overlapping, but also often conflicting activities, priorities, perceptions, and definitions. The debate on issues of quality in global education generated what might be described as a mixture of inspiring excitement and vague uneasiness about the broader implications of the international component in education. International or multicultural education is still perceived as a peripheral, rather than an integral element of universal education (Ikegulu, 1999). Co-integration is a concept that portrays the propensity for institutions (public or private) to be cognizant of their academic and curricula offerings with regards to global and/or multicultural education. A co-integrated institution is automatically an integrated one. An integrated institution is one that has formed local, national, and/or international academic alliance or coalition with other institutions. The excellent academic and extra curricula activities offered by these institutions are attractive to students outside their locale.

Managing Globalized and Co-integrated Institutions

The development of successful strategies for the truly pervasive globalization of universal education in the "**e-world**" remains unfinished. Among the components, which immediately

come to mind are: (1) for instructional staff -- teaching assignments, sabbaticals abroad, joint curricula development, intensive academic course offerings and summer school; and (2) for the students – study abroad, foreign student exchange, arrangement for individual mobility, organized foreign exchanges, distance learning (e-learning), and the use of new information and communication technology. This list is certainly indicative rather than exhaustive, but it serves to highlight the importance of being precise in the identification of various aspects of "universal education." For instance, a new study abroad may be embarked upon for reasons such as:

1. Providing students and faculty with a wider range of academic and curricula offerings than could be provided at the parent (home) institution alone.
2. Enhancing the 'international' profile of graduates and faculty.
3. Adding a foreign socio-cultural dimension to the existing curricula and institutional culture.
4. Improving the foreign language competence of students and faculty across a certain range of disciplines.
5. Testing the ground for possible future cooperation on a larger scale.

Concepts like e-world, e-education, e-business, e-commerce, e-learning, e-teaching, e-student, and e-teacher abound in the literature and are frequently used by students and faculty alike. The purposes of any web-based interactive education are to: (1) center learning around the student instead of the classroom, (2) focus on the strengths and needs of individual learners, and (3) make lifelong learning a practical reality. We have heard that the Internet enables education to occur in places where there is none, extends resources where there are few, expands the learning day, and opens the learning place. We have experienced how it connects people, communities, and resources to support learning. We have witnessed how it adds graphics, sound, video, and interaction to give teachers and students multiple paths for understanding. We have learned that

the Web is a medium today's kids expect to use for expression and communication -- the world into which they were born; their e-world. And we have seen, first-hand, that the Internet could result in greater divisions between those with access to the opportunities of web-based learning, and those without access. It is understood that the Internet is not a panacea for every problem in education.

By the end of my literature research, I was able to identify the key barriers that are preventing the Internet from realizing its full potential for enhancing learning. I urge the nation to better understand these barriers, and I offer my recommendations for addressing them. Based on the findings, I believe a national and/or international mobilization is necessary, especially one that evokes a response similar in scope to other great American crises: the crisis in Kosovo, Sputnik and the race to the moon; bringing water, electricity, and phone services to all corners of the world; finding cures for polio, Sudden Infant Death Syndrome (SIDS), HIV and AIDS, and breast, colon, and prostate cancer.

The purpose of this article is to examine the implications and the pragmatic importance of globalized and co-integrated universal education within the context of mediated instructional environment in international educational systems as espoused by Ikegulu (1997) and proposed by Ikegulu (1999). In a pluralistic sense, the educational endeavors and the quest for success and academic prowess of international and other students in higher education cannot be overemphasized. The type of support from the home government and parents can never outweigh the feelings of nostalgia and emptiness suffered by most students abroad. Ipso-facto of the 'empty nest syndrome' and the consequences, there of, in quest for a better life at home, most foreign students often travel abroad to attain the level of education otherwise not provided to them at home (Ikegulu, 1999).

The nature and needs of international students in U.S. higher education within the framework of multicultural and globalized educational programs and support services are a theme in academe. Of the diverse students who populate the U.S. postsecondary institutions, most can be considered developmental upon admission into their respective parent institutions (Ikegulu, 1997; Ikegulu, 1999). The success of these students is often attributed to their current remedial programs and, previous academic history, socio-academic integration, and institutionalization (Tinto, 1997). Academic intervention programs (Foreign Language courses for ESL and LEP students), support services, and the strength of the students' high school curricula are good indicators for successful matriculation beyond the first-year of college (for ethnic minorities) and bachelor's degree (for international students). The majority of these students also succeed because of the education programs and support services offered by their parent and/or adopted institutions (Ikegulu & Ikegulu, 1997; Ikegulu, 1997, 1999; Nora & Cabrera, 1996; Tinto, 1997). The only difference between the international and ethnic minority students is in the definitional assumptions of success and the attributes for sensing success and persistence. Clearly, foreign students are diverse in their lingua franca; so are the African Americans, Asian Americans, Latin/Hispanic Americans, and Native/Indian Americans. Diversity and variety are good for the co-integration of culture sensitive instructional materials. Their absence only adds to the problem of multiculturalism and pluralism, breed ethnocentrism, and perpetuates nonchalance and institutional malintegration. The observed similarities between international and ethnic minority students point to two dimensions, "empty nest syndrome" and "career mobility and stressors."

Empty nest syndrome posits that family and career transitions in international students' lives motivate their quest for higher education and, conditioned on the satisfaction of their family

obligations and responsibilities, career enhancement and occupational choices, their quest for higher education would be moderated by the collective and/or individualized effects of the students' needs, age, gender, ethnic background, and marital status. Career mobility and stressor purports that empty nest syndrome breeds nostalgia and, accelerates career, familial, and occupational mediators in a foreign student's quest for balanced environmental homeostases, congruence, and incontinence. Empty nest can be extended to include the psychosocial and metaphysical feelings sustained by foreign students abroad (Ikegulu, 1999).

From a global educational perspective, successful practices of multiculturalism and pluralism in the design and development of universal academic programs, instructional materials, and curricula (Ikegulu & Ikegulu, 1997), as well as the quality of the support services and extra curricula activities (Ikegulu, 1999) with emphases on online and e-teaching/learning within the framework of co-integrated institutions provided by the parent and adopted institutions are likely to be advantageous to the students, faculty, and institutions. Such institutions are considered universally and/or locally, nationally, or internationally integrated.

An institution is considered locally integrated (within its county/parish or locale) if the institution has established an alliance with other institutions that are at least a five-mile radii from its physical location. For example, in the northern part of the state of Louisiana, Grambling State University (GSU), Louisiana Technical institute (LA Tech), Northeastern Louisiana University (NLU), Northwestern State University at Nachitoches (NSU) are four-year institutions and, Southern University Shreveport-Bossier (SUSBO), Bossier Parish Community College (BPCC), and Louisiana State University at Shreveport (LSU-S) are the two-year institutions. GSU and LA Tech are about six miles apart; NSU is about 55 miles from GSU, 50 miles from LA Tech, and 40 miles to NLU; and NLU is about 30 miles to LA Tech and 37 miles

to GSU. Each of the four-year institutions is at least 40 miles away from the two-year colleges and, the two-year colleges are a least 15 miles apart from one another. The two-year institutions are feeder schools to the universities. In addition, GSU, LA Tech, and NLU has a consortium agreement in their doctoral program in Curriculum and Instruction that mandates a student to register for at most a third of his/her graduate courses in each of these campuses and take the three-campus comprehensive examination. Similar non-web-based inter-institutional alliances exist in other regions and states as either a federated school or an online education center (e.g., School of Advanced Study, London; Clarion University of Pennsylvania, USA; Joint Federated School, Abuja-Nigeria; Federation of North Texas Universities, USA; etc.). Each of this institutions can be considered not to be integrated because they do not offer online courses.

Two or more institutions are considered to be nationally integrated (or locally co-integrated) if they are locally integrated and had formed alliances or coalitions with other institutions within their state of origin, as well as with at least two other out-of-state institutions within that country. An institution is said to be continentally integrated with at least three other institutions within that continent and is also nationally co-integrated and is integrated.. Institutions are said to be universally or globally integrated if they are continentally co-integrated with at least three other institutions within their continent and are integrated with at least one other institution within the globe.

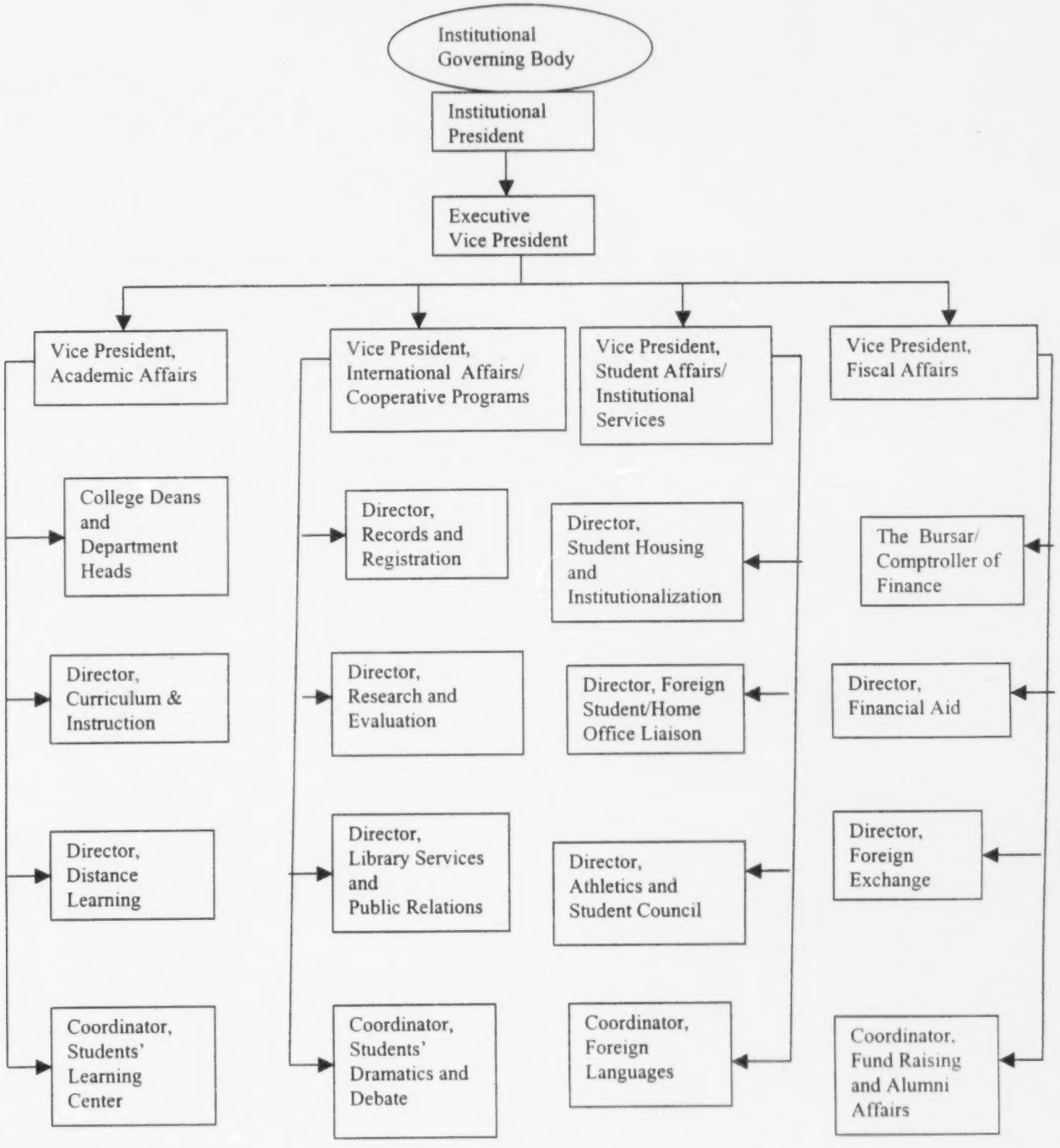
Institutional Governing Body
Institutional President
Executive Vice President
Vice President, Academic Affairs
Vice President, International Affairs/ Cooperative Programs
Vice President, Student Affairs/ Institutional Services
Vice President, Fiscal Affairs
College Deans and Department Heads
Director, Records and Registration
Director, Student Housing and Institutionalization
The Bursar/ Comptroller of Finance
Director, Curriculum & Instruction
Director, Research and Evaluation
Director, Foreign Student/Home Office Liaison
Director, Financial Aid
Director, Distance Learning
Director, Library Services and Public Relations
Director, Athletics and Student Council
Director, Foreign Exchange
Coordinator, Students' Learning Center
Coordinator, Students' Dramatics and Debate
Coordinator, Foreign Languages
Coordinator, Fund Raising and Alumni Affairs

Figure 1:
Prototypic Organizational structure of a Globalized and Co-integrated Institution

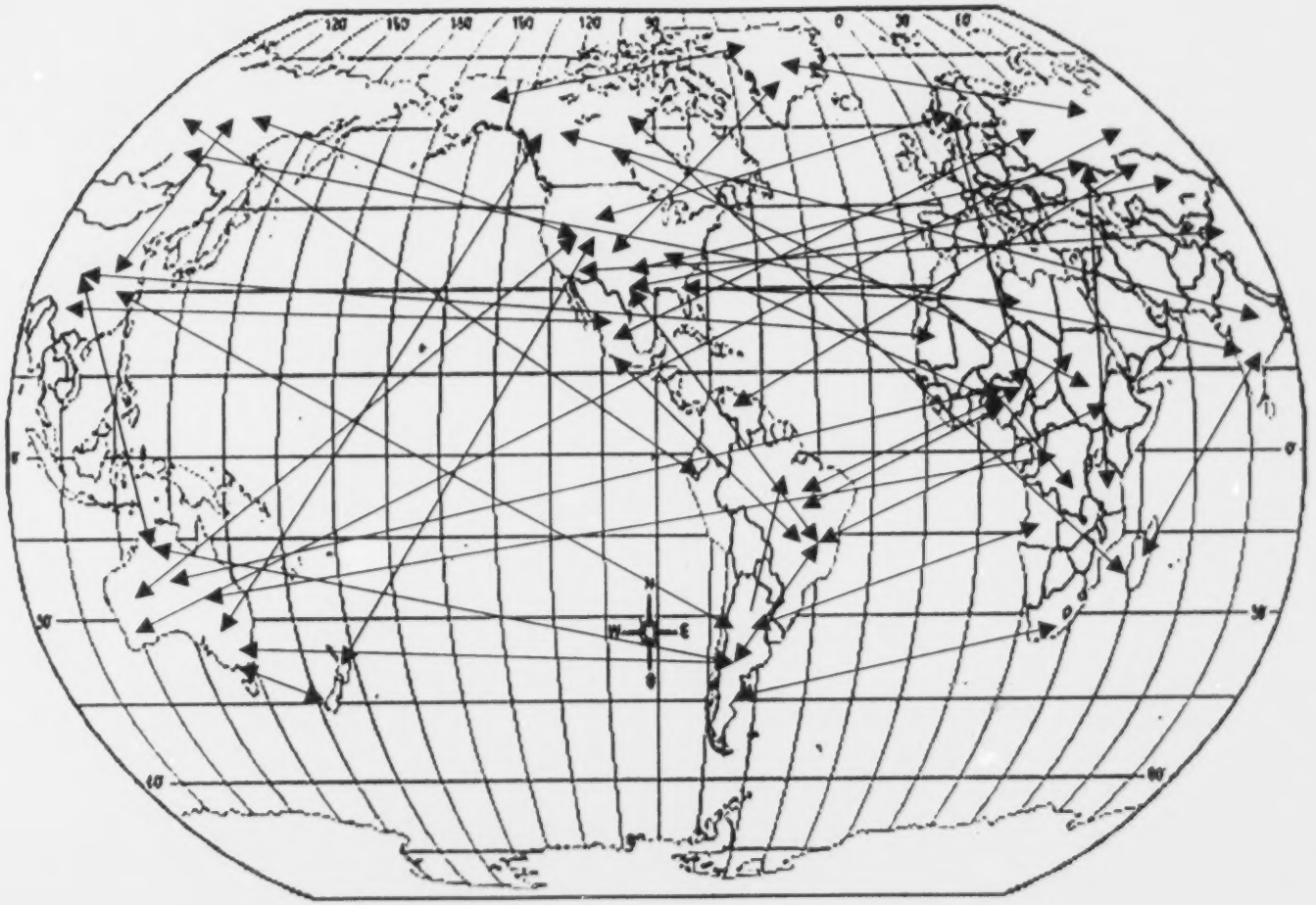

Figure 2:

Universal Education: A Web of Integrated and Co-integrated Institutions

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To exemplify and illustrate the pragmatic importance of universal education and the need and benefits of co-integrated institutions, I offer a prototypical continentally integrated four-year institution, MOARINT University; and a dual status cyber professor, an e-teacher, Mrs. Joy Adeola attached with Moarint University Online and YABO Pharmaceutical, Inc.

MOARINT University and Its Virtual Education Opportunities

The virtual colleges and universities are everywhere; replacing the individual 'me.com, I.com, and you.com' to a more pluralistic 'we.com, us.com, and our.com' Internet and web-based online and virtual education for all. In hopes of enrolling more students in its online graduate and undergraduate programs, the MOARINT University **(<http://www.MOARINT.edu>)** has forged partnerships with more than 140 community colleges in 30 U.S. states and in Canada. Hence, MOARINT University, a four-year cyber university that offers doctoral programs, is a continentally co-integrated institution that participates in the universal education in the e-world..

MOARINT's community-college alliance, as the program is called, allows students to shift seamlessly from local colleges to MOARINT's virtual campus. Participating community colleges benefit by drawing larger enrollments for "bridge" courses that they offer to prepare students for four-year programs. MOARINT automatically admits graduates of participating institutions who have at least a 2.5 grade-point average, and the university accepts credits from the colleges' courses as part of its degree programs. The university, a nonresidential institution in Moarint, has about 900 online students this semester, and about 7,500 students in its traditional courses. "We offer the capstone courses," says Dr. Jaylen A. Iyke, Executive Director of the

community-college alliance. "The advantage is the student never has to leave their local community to complete their graduate and undergraduate degrees." Under this arrangement, students are encouraged to continue to use libraries and other facilities at their local colleges and universities while they take MOARINT's online courses. The partnerships are not exclusive, and two- and four –year colleges and universities are free to make similar arrangements with other institutions.

So far, the MOARINT offers 13 degree programs online *eight undergraduate programs) in business administration, computer science, criminal justice, health-care management, management information systems, psychology, sociology, public-safety management, and technical management; and (five graduate programs* with emphases in higher education management, instructional technology, community college leadership, curriculum and instruction, and teacher education.

The alliance has been in place since 1998 and it continues to grow. "I don't know of any other institution that has a model exactly like ours," says Dr. Iyke, though he notes that many institutions have reached some agreements with other colleges, for both online and traditional courses. In many ways, community colleges are turning out to be the most successful "portals" for online education. Students appear comfortable looking to their nearby community colleges for online courses or, for guidance about which online programs to consider. And many four-year institutions are eagerly linking up with community colleges to promote online courses. For-profit distance-education institutions have been among the most aggressive in working with community colleges. (Chronicle of Higher Education, 2000 <http://www.chronicle.com>). Community-college officials say they are also seeing a growing number of offers from traditional four-year institutions.

The pattern that seems to be evolving is a pattern where an online bachelor's-level university will contact community colleges" to seek a partnership. For more information see (Cerro Coso Community College, 2000) and (Jefferson College, 2000). The two-year college, in Hillsboro, Mo., recently joined MOARINT's alliance, and Jefferson's administrators hope that the partnership will increase enrollments in its advanced courses. "Many of those courses which would serve as bridge courses tend to have lower enrollments," says Dr. Iyke. The institution also hopes to help more students attain four-year and graduate degrees in other disciplines, and to prolong the college's relationships with its students and other institutions nationally and internationally. As MOARINT's Dr. Iyke puts it, "It's a real nice way for community colleges to begin to become the lifelong-learning centers for their community."

The Rookie Professor Amidst A Cyber Class

Consider a day in the life of a new type of professor assigned to teach a cyber course in the virtual university with online students and supply of course materials. In this atmosphere, selling, and of course, teaching/learning go hand in hand with the teacher (or instructor) as an icon. "Either move with the times or die by the cyber sword," Mrs. Joy Adeola acquiesces as she drives into a virtual campus. She has spent the last few hours talking with a passenger and making cellular-phone calls to her husband, her colleagues and friends, her boss (the V.P. for Sales and Marketing at YABO Pharmaceutical, Inc.), and her hairdresser, while traveling her weekly route from her home outside Charlotte, North Carolina to her teaching job at MOARINT University's for-profit online-education subsidiary of YABO. Mrs. Adeola, who is currently a marketing/sales representative for the YABO Pharmaceutical, Inc., has held positions in previous jobs as a Registered

Nurse, a midwife, and a lecturer at a local community college. She represents a rapidly emerging type of distance-education faculty member. Her background is a mixture of education and corporate world, and she brings both experiences and that set of expectations with her into the teaching field. A focus on the bottom line is normal; tenure is not; and she is not a bit worried about that. Teachers like Mrs. Adeola are 'a dime a dozen' and are hired more for their business/corporate savvy than their degrees -- her highest is a bachelor's with a twist of medical experience -- and their numbers are growing. Teachers like Mrs. Adeola form the nucleus of higher education and are capable of teaching developmental education or remedial and undergraduate/graduate courses at the two- and four-year colleges and universities.

Mrs. Adeola is worlds away from more-traditional professors in her views on teaching/learning processes and academe. She does not hesitate to offer advice to scholars wary of distance-learning ventures: "I would tell faculty members that virtual organizations are going to go where they can get the content. So get with the program." Although most of her work can be done from her home on her computer, she likes to say that she sometimes teaches in her pajamas, with her parrot echoing the thoughts of her sub consciousness and her cat scrambling across the keyboard. Mrs. Adeola enjoys the streets of Charlotte once every week or so to touch bases with her friends and colleagues in the suburbs, just south of the university's main campus. MOARINT's online was started in 1998 (as an extension of YABO Pharmaceutical, Inc.) to develop and market online courses. With Mrs. Adeola's help, MOARINT University online has been pitching its online courses to corporate customers for the past several months. The company has contracts to offer courses on study skills, time and financial management, human

resources, reading/writing, and banking to employees at corporations like Louisiana Pacific and Meat, Charlotte Textiles, LTD, American 21st Century Youth, and Obikulu's Artifacts and Collectibles. This fall, MOARINT University online is also offering an online-teacher-training course and a professional development course for professors who want to learn how to instruct in the cyber space. Mrs. Adeola's job may seem inconsequential and amorphous, her students enjoy her class and her colleagues benefit from her insights. She is alternately called a teacher, a consultant/lecturer, an instructor/educator, and a course facilitator/designer. She has written the syllabi and lesson plans for some of MOARINT University and YABO Pharmaceutical, Inc. online courses, which, except for the teacher-training course, are mostly in medical and business subjects. For other courses, she moderates live sessions during which students sitting in front of their computers and scattered across the country can speak to each other through special headsets. Soon, she may also begin working directly with corporate customers of MOARINT University and YABO online who have questions about the company's courses, although she does not want to become a member of the sales staff anymore. "What's normal for me is doing something challenging and different every day," she'd said.

Mrs. Adeola holds the title of Adjunct Assistant Professor at MOARINT University, but her world at YABO online is defined more by the jargon of online learning than by classrooms and textbooks. She uses terms like "asynchronous," "authentic learning," cognitive circumflex," "instructional/curriculum design," "juxtaposing instruction," and "content expertise" the way other professors speak of research abstracts, literature reviews, theses, and dissertation. And she readily admits that

working as an online university professor is as much about marketing as it is about teaching and learning. "I love what I am doing," she says. "I feel as though I have found a home; a niche. I love not only the teaching, but the selling of it." At companies like YABO online, teaching is broken down into components. A professor may generate the syllabus and the content for a course, an instructional designer works to put the content online, and another instructor might interact with students in real-time chat sessions. Higher education institutions are evolving out of the era of the Lone Rangers, the highly independent faculty member who controls the whole process. Faculty members can choose to be involved in the design, development, content expertise, delivery, or distribution of courses, and they may end up working more closely than they are used to with others who have expertise in other aspects.

While leaders of MOARINT University, YABO Pharmaceutical, Inc., and other companies selling online courses say employees like Mrs. Adeola will help them bridge the gap between the academic and corporate realms, other educators worry that the craft of teaching will be destroyed as institutions begin to rely on a broader assortment of people to create and deliver online instruction and curricula. Distance education is capable of literally breaking down the teaching-learning functions to a series of discrete tasks performed by different people. Will this process lead to a disassembling and de-skilling of the teaching profession? Of course not!

I believe that both adjunct and full-time faculty members can play a role in offering corporate education through companies. I think the whole concept of adjunct professorship is going to be very important. They will be a large percentage of the talent needed to deliver applicable education. I think, however, that we still need the university

system to evaluate whether the talent is worthy and full-time faculty have an edge, on certain knowledge. Mrs. Adeola is not without experience in education and/or the corporate world. She is an adjunct professor at MOARINT University's College of Business Education, Division of Continuing and Professional Studies, where she has taught courses in business and management since 1988. Most of her professional experience, though, is in sales and business and, as a nursing practitioner. As recently as last year, she was the vice president of sales and marketing at North Carolina Coalition Business Products. In person, her sales background is apparent -- she excels at selling herself, listing her strengths as networking and seeing the whole picture. She has an economist's distaste for inefficiency. Just as she has little patience for faculty members who will not move with the times, she has a zero tolerance for any kind of slip-up that she deems egregious: She calls the "How's my driving?" numbers painted on the backs of school buses and delivery trucks when she sees their drivers driving poorly. Go figure!

Jaylen Hawkins, the senior vice president of e-learning for the YABO online, says he hired Mrs. Adeola because of her speaking skills and her business acumen. "She gets a real sense of joy out of getting students to interact in an online environment," he says. "Her additional talent is that she understands the business needs that YABO online exists to fulfill." Mr. Hawkins says instructors at MOARINT University and YABO online typically make slightly more than instructors teaching the same courses in a traditional classroom, but he declined to provide specific salary figures. Mrs. Adeola says she has been particularly happy working at MOARINT University and YABO online because she believes in the company's core product: education. "For me to be successful in the sales process, I have to really believe in what I am selling," she says, "so that when I take

someone's money, for God's sake, I can live with my conscience. I used to sell pharmaceutical products, but I didn't make them. In this case, I am actually making some of what I am selling." She adds that developing online courses for a commercial organization combines her former corporate and teaching lives. "I don't like to be isolated," she says. "I like to see how the parts fit together."

After arriving at the cramped YABO online offices late in the morning, Mrs. Adeola quickly finds herself playing with a number of those parts, overseeing and assisting a range of projects. She checks in with her boss, and then works for a few hours on the online-teacher-training course. Mrs. Adeola has produced the content for this course and created lesson plans with titles such as "An Overview of Distance Learning." She also leads those weekly real-time sessions, in which students can log on and talk to her or a guest lecturer via an audio program the company is testing. The YABO online offices -- which resemble those of a typical 'dot-com' or 'dot-net' -- are so overrun with people sometimes that Mrs. Adeola and a colleague would temporarily borrow the chief executive officer's private office to record one of the lessons.

Many of the employees at YABO online are 30-something, and the dress is definitely casual. When the conversation is over, Mrs. Adeola sends e-mail messages to Louisiana Pacific and Meat, Charlotte Textiles, LTD, American 21st Century Youth, and Obikulu's Artifacts and Collectibles employees enrolled in an MOARINT University and YABO online course on conflict management and negotiation. She uses her own laptop because all of the computers in the office are in use. In the e-mail, she encourages the students to send her examples of real problems they have encountered in the workplace, so that she can start an electronic discussion based on their responses. Mrs. Adeola's

many roles here indicate a fundamental change in the teaching process at online institutions, according to Mr. Hawkins, the consultant. "I think we are looking at the breakdown of the products that faculty create into what essentially are commodities," he says. However, I do not believe that the faculty role has been deconstructed by online education. Even in the traditional classroom, the responsibility for teaching might be shared by a professor, a teaching assistant, and supplementary materials -- such as textbooks and/or worksheets -- created by publishers. An evaluation of the traditional model would reveal that there are a number of different ways in which content is created and delivered. What most higher education institutions and online companies (or e-Businesses) are doing is breaking a craft down into a bunch of pieces on an assembly line. It may be more appropriate for a commercial company to offer online courses to corporate employees than to undergraduates or other degree-seeking students, but one should be wary of all such endeavors. Perhaps, it might make more sense when offering certificates for corporate retraining (as in professional development sessions), but, still, if you are trying to compete with traditional universities, it is a sham. Traditional universities are for keeps and their replacement efforts are a game of nix.

Corporations are demanding the style of consumer-driven education that MOARINT University and YABO online offer. The academy is not as well-equipped to meet this kind of demand. "Traditional educators come up with a curriculum and say, 'Here is what you have to learn,' while the corporate side are now saying, 'This is what we need to know. Can you supply it?'" Mrs. Adeola, for her part, sees these changes as facts of life. In the evening, she leads an online lesson in instructional design for the pre-service teacher-training course. A guest lecturer speaks to the thirty students, who are

located in Chicago, Connecticut, Dallas, New Jersey, New Orleans, Pensacola, Philadelphia, and Tampa. The lesson goes fairly smoothly. Ms Chika Azubuike, a project manager at YABO online who is the guest lecturer, speaks to the students through the headsets as PowerPoint images appear on their computer screens. Mrs. Adeola introduces Ms. Azubuike, who participates from her home, and calls on students to answer questions using a device that allows them to speak into their mouthpiece and be heard by the rest of the students -- a live-audio feature the course is testing. While YABO online officials say they hired Mrs. Adeola for her intelligence and charisma, they might also have been drawn in by her voice. The students definitely are: They respond well to her clear, even-toned sentences, which at moments have an almost musical quality.

As is usually the case online, there are glitches. One student's mouthpiece is not working, and when Mrs. Adeola calls on her, no one can hear her speak. At first, Mrs. Adeola thinks the student is forgetting to hold down the "shift" key when she wants her voice to be transmitted. But as the class continues, Mrs. Adeola realizes that something else is wrong, and asks a technical-support person to help the student. Later, a tornado alert briefly draws the students in Pensacola and New Orleans toward their television and away from their computer. But when the class ends, at about 9:50 p.m., Mrs. Adeola is pleased with how it went. The MOARINT University online offices are by now almost empty, and she heads for the Holiday Inn where she stays. Mrs. Adeola says she hopes one day to "license out" her services to other companies selling online education, acting as both a consultant and an instructor. She plans to work toward an D.B.A. using distance education. In the meantime, however, she is happy to have found a niche in academe where she can be successful without an advanced degree. "I am accepted for my practical

knowledge and not discarded because I do not have a doctorate degree.," she says. She adds that she is proud to be called a professor by her students at MOARINT University online and at the YABO Pharmaceutical, Inc., but she does not think the word "teaching" always explains what she does at all. "You don't teach an asynchronous course," she says. "You develop it, you put it online, and then you sell it."

Advantages of Universal Education

(1) Universal education makes powerful new Internet resources, especially broadband access, widely and equitably available and affordable for all learners. The promise of high quality web-based education is made possible by technological and communications trends that could lead to important educational applications over the next five to ten years. These include greater bandwidth, expansion of broadband and wireless computing, opportunities provided by digital convergence, and lowering costs of connectivity. In addition, the emergence of agreement on technical standards for content development and sharing will also advance the development of web-based learning environments.

(2) Universal education provides continuous and relevant training and support for educators and administrators at all levels. We heard that professional development -- for PreK-12 teachers, higher education faculty, and school administrators -- is the critical ingredient for effective use of technology in the classroom. However, not enough is being done to assure that today's educators have the skills and knowledge needed for effective web-based teaching. And if teacher education programs do not

address this issue at once, we will soon have lost the opportunity to enhance the performance of a whole generation of new teachers, and the students they teach.

(3) Universal education builds a new research framework of how people learn in the Internet age. A vastly expanded, revitalized, and reconfigured educational research, development, and innovation program is imperative. This program should be built on a deeper understanding of how people learn, how new tools support and assess learning gains, what kinds of organizational structures support these gains, and what is needed to keep the field of learning moving forward.

(4) Universal education develops high quality online educational content that meets the highest standards of educational excellence. Content available for learning on the Web is variable: some of it is excellent, much is mediocre. Both content developers and educators will have to address gaps in this market, find ways to build fragmented lesson plans into full courses and assure the quality of learning in this new environment. Dazzling technology has no value unless it supports content that meets the needs of learners.

(5) Universal education revises outdated policies and regulations that impede innovation and replaces them with approaches that embrace anytime, anywhere, any pace learning. The regulations that govern much of education today were written for an earlier model in which the teacher is the center of all instruction and all learners are expected to advance at the same rate, despite varying needs or abilities and learning styles (Davis, 1999; Ikegulu & Ikegulu, 1997). Granting of credits, degrees, availability of funding, staffing, and educational services are governed by time-fixed and place-based models of yesteryears. The Internet allows for a learner-centered

environment, but our legal and regulatory framework has not adjusted to these changes.

(6) Universal education protects online learners and ensures their privacy. The Internet carries with it a danger as well as a promise. Advertising can interfere with the learning process and takes advantage of a captive audience of students. Privacy can be endangered when data is collected from users of online materials. Students, especially young children, need protections from harmful or inappropriate intrusions in their learning environments.

(7) Universal education sustains funding (via traditional and new sources) that are adequate to the challenge at hand. Technology is expensive, and web-based learning is no exception. Technology expenditures do not end with the wiring of a school or campus, the purchase of computers, or the establishment of a local-area or wide-area network. These costs represent just the beginning. The issue before us now is how to make good on the Internet's power for learning and how to move from promise to practice.

Web-based Education: Challenges for Policy Formulation and Implementation

The web-based education is the new education system for the 'Generation D,' the digital generation. With reliance on the public and private school systems at all levels, these school systems should embrace an "**e-learning**" agenda as a centerpiece of our nation's federal education policy. This e-learning agenda should be aimed at assisting local communities, state education agencies, institutions of higher education, and the

private sector in their efforts. The moment is at hand and every community and school system should be on-board in the 'e-world' arena. I urge Superintendents of schools, school principals, university presidents, and the College Board to seize this opportunity and to focus on ways in which public laws can be modified and changed to support, rather than undermine, the technology that is so dramatically changing education.

I challenge the state and local governments to make the extension of broadband access for all learners a central goal of telecommunications policy. I urge federal and state officials to adopt a policy framework that will help accelerate broadband deployment in education quickly and effectively. The E-rate program, which has brought the 21st Century telecommunications into the nation's schools and libraries, has provided a dramatic boost. Individual state efforts have shown promise and success. Local and state policy makers should consider complementary efforts focused on educational applications of broadband access.

I beckon on policy makers and legislators at all levels to work with educational institutions and the private sector to support the continuous growth of educators through the use of technology. I encourage continuing federal and state support for initiatives and models that make just-in-time, just-what's-needed training and support available to educators. The reauthorization of the Elementary and Secondary Education Act and subsequent Higher Education Act reauthorization offer the opportunity to make this happen and to incorporate the best thinking and practices identified in the previous section. Partnerships that bring together the federal government, state and local agencies, the private sector, and educational institutions offer the best promise of assuring continuing teacher empowerment and growth with technology.

I invite the federal government to create a comprehensive research, development, and innovative frameworks for learning technology. I recommend establishing a benchmark goal for federal research and development investment in web-based learning, consistent with similar benchmarks (e.g., e-Business, e-Commerce, etc.) in other industry segments. This framework would focus on high payback targets of educational opportunity and support the creation of learning communities and tools for collaborative knowledge building and dissemination among researchers, teachers, instructional designers and developers, and curriculum designers.

I out into the minds of public and private sectors, including the non-profit organization, to join forces in developing high quality course offerings in content-specific disciplines (mathematics, English, English literature, writing, reading, physics, chemistry, biology, economics, psychology, etc.) and applications for online learning. At the federal level, I recommend that Congress articulate content development priorities, provide seed funding for high need areas, and encourage collaboration and partnerships between the public and private sectors in the development and distribution of high quality online course materials. The federal government should work with all agencies and program directors/managers to adopt technical standards for the design of online courses, meta-tagging of digital content, and universal design standards for access for those with disabilities. I further recommend that the education community develop standards for high quality online courses. The current voluntary system of accrediting higher education institutions and programs should continue but with better clarity for the consumer regarding online options. I also recommend the convening of state and regional education accreditations and organizations to build common standards and requirements for online

learning programs, courses, and certifications comparable to the standards required for onsite programs.

I beg the Congress, the U.S. Department of Education, and the state and regional education authorities to remove barriers that block full access to online learning resources, courses, and programs while ensuring accountability of taxpayer dollars. I encourage the federal government to review and, if necessary, revise the '12- hour rule,' the '50 percent rule,' and incentive compensation requirements that are creating barriers to students enrolling in online and distance education courses. Furthermore, I encourage national, state, and regional education policy makers to increase cross-state regulatory and administrative cooperation in web-based education. We also call upon states to develop common and appropriate policies regarding credits, faculty compensation, accreditation, licensing, articulation, student services, and programs to reach underrepresented student populations. In addition, I endorses the U.S. Copyright Office proposal to convene education representatives and publishers to build greater consensus and understanding of the "fair use" doctrine in its application to online learning.

I invite and encourage parents, the education community, and the private sector to develop and adopt privacy and protection safeguards to assure that learners of all ages are not exploited while participating in online learning activities. I believe that filtering and blocking software alone is of limited value. Instead, we recommend encouraging developers and educators to collaborate in creating noncommercial, high quality educational 'safe zones' on the Web. I also recommend that schools, districts, and states develop and promote programs for the safe, wise, and ethical use of the Internet. I also believe some adjustments to the Children's Online Privacy and Protection Act may be

necessary to allow educational exemptions for the collection of identifiable student data online with appropriate parental consent.

Finally, I call upon the federal government, states, localities, and the private sector to expand funding initiatives and to develop new models to bring these policies to reality. I believe that these initiatives could include tax incentives, additional public-private partnerships, increased state and federal appropriations, and the creation of a learning technology trust fund. I encourage states and localities to aggregate their market strength as a way of bringing advanced technologies to education at a considerably lower cost. The question is no longer if the Internet can be used to transform learning in new and powerful ways; it has been determined that it can. Nor is the question should we invest the time, the energy, and the money necessary to fulfill its promise in defining and shaping new learning opportunity. I think and believe that we should. We all have a role to play. It is time we collectively move the power of the Internet for learning from promise to practice.

Conclusion

This article examined the impacts of universal education, as well as the need and benefits of co-integrated institutions within the conceptual and pragmatic frames works of multicultural and globalized educational programs and support services. Most of these students succeed because of the developmental education programs and the type of high school curricula they undertook. Differences between the international and ethnic minority students were found to be in the definitional assumptions of success and the attributes used for sensing success and persistence. Clearly, international students were found to be diverse in their lingua franca; so were the African Americans, Asian

Americans, Latin/Hispanic American, and Native/Indian Americans. Diversity and variety are good indicators for the integration of culture sensitive instructional materials. Their absence only adds to the problem of multiculturalism and pluralism, breed ethnocentrism, and perpetuates nonchalance and incongruence. The observed similarities between international and ethnic minority students point to two dimensions, "empty nest syndrome" and career and occupational enhancement and stressors (Ikegulu, 1999).

From a universal education perspective, successful co-integrated institutions with emphases on multicultural academic programs and extra curricula activities are found to have four characteristics in common: (1) The most effective multicultural and academic programs and extra curricula activities are those that address the whole student and present a whole academic process to the students. (2) In most globalized educational programs, the continentally co-integrated institutions provide remediation and enrichment in the basic skills areas and, diagnostic and placement tools are often integral components of the academic culture. (3) The majority of the universal educational programs emphasize comprehensiveness in their support services and the alignment of the Office of International Affairs and Cooperative Programs and the Office of Academic Affairs within the institutional organizational structure. (4) Most of the academic programs and support services emphasize cultural programming that incorporates students' social and academic integration, Language Schools, and institutional affiliation within the institutional environment and instructional climate.

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